DOCUMENT RESUME

ED 278 618 SP 026 623

AUTHOR Daly, Norene
TITLE Higher Education Act, Title V, Reauthorization. Testimony Given to the House Subcommittee on Postsecondary Education on Behalf of the American Association of Colleges for Teacher Education, American Council on Education, Etc.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE 31 Jul 85
NOTE 14p.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; Educational Change; Federal Aid; Higher Education; *Preservice Teacher Education; Program Development; *Resource Allocation; *Teacher Education Programs
IDENTIFIERS *Higher Education Act Title V

ABSTRACT

Options are discussed for the reauthorization of Title V of the Higher Education Act. The speaker expressed the collegial opinions of a number of higher education organizations. Four themes constituted the framework for recommendations on reauthorization of Title V: (1) Strengthening teacher preparation programs is most effeciently accomplished by encouraging and promoting change at the college or university where students receive their undergraduate or graduate education; (2) Anticipating limited federal support for new initiatives, resources should be targeted to those activities where the greatest leverage may be exerted; (3) Programs to assist entry-level and career teachers should be developed and administered cooperatively between institutions of higher education and local school personnel; and (4) New federal programs should be implemented quickly and decisively. A position paper, reflecting the consensus of the organizations on these issues, is appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED278618

Higher Education Act, Title V, Reauthorization

Testimony By:

Dr. Norene Daly, Dean
School of Education
Florida Atlantic University
Boca Raton, FL 33432

Given To:

The United States House of Representatives
The Subcommittee on Postsecondary Education
(Hon. William R. Ford, Chairman)

On Behalf Of:

The American Association of Colleges for Teacher Education

The American Council on Education

The Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities

The Association of Independent Liberal Arts Colleges for Teacher Education

The Teacher Education Council of State Colleges and Universities

July 31, 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. Daly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

SP 026623

Good morning Mr. Chairman, members of the Subcommittee. I am pleased to be with you to discuss options for the reauthorization of Title V of the Higher Education Act. I am president-elect of the American Association of Colleges for Teacher Education, however my testimony today is also on behalf of the American Council on Education and reflects the views of a number of higher education organizations participating in a two year effort to develop reauthorization recommendations for this Title.

Last February the National Commission for Excellence in Teacher Education issued their report, A Call for Change in Teacher Education. In that report the Commission stated "...every part of a teacher's education--from the liberal arts programs of the prospective teacher to the continuing education of the veteran--can be improved; even the best existing programs are not good enough. Yet, we recognize that many efforts to improve are underway, and we urge that these be supported and reinforced."

There are many challenges facing teacher preparation institutions: current research findings must be integrated into education programs; undergraduate and graduate curricula must be modified to meet new technologies and practitioner needs; the entire college or university--not just the education department--must assume responsibility for the preparation of new teachers and, we must work more closely with practitioners and administrators to provide high quality professional development. We believe that a new Title V of the Higher Education Act focusing on preservice teacher education and professional development activities with an emphasis on school-college

and university partnerships can help us meet these challenges. The higher education community has developed a position statement that reflects our consensus on these issues and a copy is included, for the record, as an appendix to my testimony.

Four themes constitute the framework for our recommendations on reauthorization of Title V:

- Strengthening teacher preparation programs is most efficiently accomplished by encouraging and promoting change at the college or university where students receive their undergraduate or graduate education.

- Anticipating limited federal support for new initiatives, resources should be targeted to those activities where the greatest leverage may be exerted.

- Programs to assist entry-level and career teachers should be developed and administered cooperatively between institutions of higher education and local school personnel.

- New federal programs should be implemented quickly and decisively.

In my statement today I will briefly speak to each of these four themes.

STRENGTHENING TEACHER PREPARATION PROGRAMS

The education of prospective teachers must continue to be centered in colleges and universities which provide structure for the systematic study of knowledge as well as scholarly inquiry and intellectual discourse. Title V was designed with this in mind and it serves as the rationale for teacher education's inclusion in this title of the Higher Education Act. Albeit, higher education must be committed to the continued revitalization of programs to prepare teachers. Research in the 1960s and 1970s has expanded the knowledge base undergirding teaching and learning; as a result, teacher education today can be considerably different from teacher education of a decade ago. Recognition of the validity of this knowledge base, coupled with modest federal support, will allow us to begin to design and institutionalize new and improved training programs.

This Subcommittee and the House Committee on Elementary, Secondary and Vocational Education have given strong bipartisan support for adequate funding for elementary, secondary and postsecondary education and you know better than most the extent to which all of us have suffered losses in federal program support. However, with the inclusion of the previous Title V programs into the Chapter 2 block grant, and with accompanying cuts in other personnel preparation programs, during the last four years federal support for teacher training has declined more than 25%. Compounding this is a situation documented by Peseau and Orr in 1980, and highlighted in the report of the National Commission for Excellence in Teacher Education: professional schools and departments

of education are traditionally funded at significantly lower levels than other higher education programs. Therefore, while schools, colleges, and departments of education are faced with a deminished resource base they are expected to be responsive to calls for promoting excellence; to retain a commitment to equity; to compete with other professional programs for our share of talented students; and to respond with new programs to meet the changing technological needs of practitioners.

Modest grants to institutions of higher education to stimulate program change will generate long-term benefits. This strategy has been effectively used by the Fund for the Improvement of Postsecondary Eduction, as well as through the Education of the Handicapped and Bilingual Education Acts. New programs, supported by similar grants, might promote cooperative efforts between faculties of liberal arts and faculties of education to revise and strengthen general studies and professional programs; they could be used to design alternative professional preparation programs for non-traditional teacher education students--such as the program outlined by Representative Chandler; or, to provide support for consortia of institutions within a region to coordinate teacher training activities.

LIMITED RESOURCES

While the preparation of qualified teachers is critical to the maintenance of a strong educational system, we appreciate that fiscal constraints facing the Congress may not allow optimum funding for teacher education preparation at the present time. For that reason,

our recommendations differ from some of the suggestions of our professional colleagues. We propose federal support for a series of carefully defined activities with specified outcomes that will allow institutional flexibility while providing accountability to the Congress. We propose the Congress set a modest authorization level of $75 million to be distributed among four programs:

Institutional Support for Teacher Education	$30 million
Summer Institutes	$18.75 million
School, College & University Partnerships	$22.5 million
Data Gathering	$ 3.75 million

We do not expect or recommend that each school district, state agency or institution of higher education should receive support through Title V. Attempting to spread limited federal monies among all who have even tangential responsibility for the preparation of teachers will result in such dilution of funds that no one will be served adequately.

Our proposals suggest instead, a limited number of competitive awards, funding only those projects judged to be the most outstanding and demonstrating the strongest commitment to quality teacher preparation and professional development.

PARTNERSHIP

Educational excellence is the joint responsibility of higher education, local school districts, states and the federal government. For this reason, we are proposing a series of activities in which colleges and

universities, school districts, state agencies and others would be encouraged to work in partnership on programs to assist career teachers, provide induction experiences for beginning teachers, sponsor summer training institutes, or conduct research and studies on critical issues as identified by school districts, institutions and state agencies.

Unlike the institutional development awards described earlier, these partnership programs would focus on the professional needs of entry level or career teachers. Without greater depth or more time in collegiate preparation programs we cannot graduate persons who are able to assume full professional responsibility for their clients. How much these teachers grow professionally and how competent they become are functions of on-the-job training, professional nurture, and the availability and quality of inservice programs. We believe teachers, teacher educators and school district personnel should be actively involved in developing induction programs for these new teachers as well as in designing school-wide professional experiences for career teachers.

IMMEDIACY OF THE NEED

Collecting data on the anticipated demand for, and supply of, qualified teachers is a complex undertaking and few analysts agree on either the appropriate methodology for such a task or on projections from current data. However, most agree that given the average age of today's classroom professionals, the growth in the size of the schoolage population and a decrease in the number of individuals entering

teaching, we will face a teacher shortage within a short period of time. For that reason, the federal government should support programs that can be implemented quickly and decisively. If this caution is not heeded, states such as my own, Florida, will be forced to hire unqualfied persons to serve as teachers.

Some argue that there is need for additional data gathering and analysis before funding new federal programs. We agree with the importance of collecting current and reliable information on our educational system, and strongly support strenghtening the capability of the National Center for Educational statistics to do so. However, this data gathering must be balanced against the consequences of postponing needed action. Our citizens are demanding well educated and prepared teachers and we have the professional expertise to build a teacher training system that will produce such persons. If the Higher Education Act is enacted in 1986 and funded for 1987, our institutions will be able to have the programs I have outlined in place, training new teachers and assisting current teachers, by 1988. If the initiation of these professionally sound programs is delayed one or two years, awaiting the results of another data collection activity, citizens and their children are the ones who will suffer the consequences.

We support strengthening the government's present data gathering arm, the National Center for Educational Statistics, to provide information policy makers and educators need to make informed decisions. This should be done <u>at the same time</u> the programs authorized through Title V of the Higher Education Act are being implemented.

I appreciate the opportunity to present our recommendations to you and, on behalf of the American Association of Colleges for Teacher Education and the American Council on Education, I want to thank the members of this Subcommittee for their continued support for quality education programs.

HIGHER EDUCATION ACT

TITLE V

Preservice and continuing teacher education is a cooperative effort that must recognize the needs of students, parents, teachers and principals, as well as and the capabilities of colleges and universities, school districts, and government to meet those needs. The higher education community believes that a new Title V of the Higher Education Act should focus both on preservice education and professional development activities with an emphasis on school, college and university partnerships for program design and implementation. Discussion of strategies for educational reform within this framework follows.

PROFESSIONAL DEVELOPMENT AND SCHOOL, COLLEGE AND UNIVERSITY PARTNERSHIP ACT

Part A - Data Collection and Research

(1) The Secretary shall utilize the legislative authority under the General Education Provisions Act, Part A, Sec. 406 (b) to annually assess current and future supply and demand for teachers with particular attention to: long-term and short-term shortages of personnel in various areas of specialization, shortages in particular states or regions, and the number of minorities and women entering teaching. This analysis may include assessment of other educational needs identified by the Congress such as, for example, the need for instructional equipment and materials in elementary and secondary schools and in postsecondary institutions. These data should then be used to direct federal resources for program improvement activities described in Part B of this Title. In undertaking the data collection, the Secretary shall take action to reduce reporting burden through voluntary responses and sampling techniques. The Secretary may reimburse respondents for any extraordinary costs incurred in the provision of information to assist the Secretary in complying with the data collection under this Part.

(2) The Secretary of Education is authorized to award grants to institutions of higher education for research consistent with programs authorized in this Title.

(3) At least 5% of the funds allocated for this Title shall be reserved for activities described in this Part.

Part B - Institutional Support for Teacher Education Programs

The Secretary of Education is authorized to make grants to institutions of higher education to encourage high standards of quality, a commitment to professional teacher education, and rigorous admission for entry standards into teacher preparation programs.

Examples of such programs include, for example:

- designing and implementing programs with rigorous admission standards, and in attracting talented students into these programs;

- designing teacher education programs involving consortia of institutions to help members of the consortium diversify and redirect teacher education programs and curricula;

- supporting cooperative efforts involving faculties of liberal arts and faculties of education to revise and strengthen general studies and professional education programs including, for example: strategies to incorporate clinical experiences throughout the preparation program, and extension of teacher preparation programs beyond the traditional four-year period;

- integrating current research, including practitioner identified research, more fully into teacher education programs and sharing such research with elementary and secondary education teachers and administrators;

- developing alternative professional preparation programs for non-traditional teacher education students;

- preparing teachers for shortage areas identified in Part A;

- designing and implementing staff development projects for faculty members of collegiate departments of education to acquaint faculty with new research on teaching and learning, testing, and innovative teaching practices;

- designing and implementing teacher education programs geared to meet the needs of historically under represented populations and institutions with large numbers of such populations as identified from data collected in Part A;

- developing programs to train existing or new school personnel in new technologies.

Part C - Summer Institutes

The Federal government shall inaugurate a program of summer institutes for educators at the elementary, secondary, and postsecondary levels to include advanced instruction in subject matter and teaching techniques, including research on student learning, effective teaching, and

school-site improvement. The summer institutes are intended to provide staff development opportunities for education professionals as well as to provide an opportunity for non-educators who are seeking entry into the profession to earn the credits necessary for a position as an elementary or a secondary school teacher. The institutes, which will include both subject matter and teaching skills components, are intended to complement not replace an undergraduate or graduate program of studies, must meet or exceed the academic standards of the institution or institutions at which they are conducted, and should expand state and local efforts rather than duplicate or replace existing programs. Institute grants shall be awarded to institutions of higher education, consortia of colleges and universities, or constoria that include institutions of higher education and appropriate state agencies and/or local professional development units.

Part D - School, College and University Partnerships

Federal funds, through a system of discretionary grants from the Secretary of Education, shall be awarded to serve as a catalyst to encourage and facilitate school, college and university partnerships to focus on a number of critically important areas.

These grants shall be used to support jointly developed and executed projects involving schools, local school districts and institutions of higher education that demonstrate partnership in addressing teacher preservice and staff development needs. It is the intent of this Part that these partnerships not be limited to institutions of higher education, schools, and and school districts, but may also include teachers, administrators and appropriate state agencies. Partnership awards under this Part are established under three broad categories of activities: IHE focused grants; LEA focused grants; and other partnership awards.

(1) IHE focused grants. Awards under this section shall be awarded to institutions of higher education for programs developed and administered in partnership with local education agencies and other eligible groups as described above. Projects supported under this Part might include, for example, joint arrangements between elementary or secondary schools and institutions of higher education to provide programs of assistance for beginning teachers; joint arrangements between elementary or secondary schools and IHEs to provide expanded clinical experiences for teacher education candidates at the school site while using teachers from those schools to work with education students at the college or university; design and conduct of staff development units to allow teams of teachers and/or administrators an opportunity to work together on school-site projects; and, projects involving college/university and elementary/secondary school faculty in the practical application of educational research and evaluation findings.

(2) LEA focused grants. Awards under this section would be to local education agencies for programs developed and administered in partnership with institutions of higher education and other eligible groups as described above. Grants could be used to create professional

development centers for teachers which would encourage exploration and sharing of new research, ideas and materials to be applied in the classroom. Such centers would bring together a variety of resources including teachers from various school sites and/or school districts serving as resources for their colleagues, collaborative activities between K-12 teachers and faculty at institutions of higher education, and a variety of institutional and community resources which could be applied to improving instruction.

(3) Other Partnership Grants. Awards under this section would be to institutions of higher education, schools, or local educational agencies in partnership with other appropriate education agencies or units to conduct education policy studies; use timely research and development data to design and implement curriculum improvements; conduct collaborative research involving university faculty and classroom teachers and school site administrators; and upgrade instructional systems and technology in schools and local school districts.

Priority for institutional awards in this Part will be to those colleges or universities that demonstrate a commitment to professional teacher education, to the profession of teaching, and to strengthening admission and graduation requirements for teacher education students.

Priority for SEA or LEA awards in this Part will be to states or local education agencies that demonstrate a commitment to establishing and maintaining professional working environment for elementary and secondary school teachers.

February 1985